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ABSTRACT

This bibliography includes 26 items with brief annotations. The cited documents include books, journal articles, government reports, and newspaper articles. Emphasis is placed on the Japanese impact on Chinese education during the Japanese occupation of parts of China during the Sino-Japanese War and World War II. While most of the items are written in English, some are in Japanese and Chinese. All of the annotations are in English. (CFR)

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JAPAN'S INFLUENCE ON CHINESE EDUCATION

By Franklin Parker

Abend, Hallett Edward, and Anthony J. Billingham. CAN CHINA SURVIVE? New York: Ives Washburn, 1936.

How students and educators, including Hu Shih, suffered because of Japanese aggression. Summarizes educational accomplishments despite the Japanese threat.

Bates, Miner Searle. "The Task of Education in China." PACIFIC AFFAIRS, 19, 2 (June 1946), 131-45.

War with Japan disrupted schooling. Schools kept open had ill-trained teachers with scant equipment. Prospects for recovery were dim because of shortage of teachers and teaching materials, lack of aims appropriate to nationalism, and growing Communism.

Bays, Daniel H. "Chinese Government Policies Towards the Revolutionary Students in Japan After 1900: Reassessment and Implications." JOURNAL OF ASIAN HISTORY, 7, 2 (1973), 153-77.

Challenges the belief that Chinese students in Japan after 1900 greatly affected the weakening and collapse of the Manchu dynasty. Instead, the Ch'ing government wooed these students, many of whom lost revolutionary fervor and eventually joined the establishment.

Chen, H.C. "Education of the Refugees in Shanghai." CHINA QUARTERLY, 3, 1 (Winter 1937-38), 85-87.

SO 017 271

Wartime education of refugees in foreign-protected areas of Shanghai. The Shanghai International Red Cross designed and implemented schooling for children and adults as well as vocational education.

Chen, Li-fu. "Chinese Culture and Education During the Last Three Years." CHINA QUARTERLY, 5 (Winter 1939-Autumn 1940), 611-27.

Describes great effort to continue education by moving schools and colleges inland to escape Japanese occupation.

Chen, Li-fu. CHINESE EDUCATION DURING THE WAR (1937-42). Chungking: Ministry of Education, 1942.

Analyzes war damage, emergency relief, and progress made in education at all levels as China emphasized character cultivation, intellectual development, and physical culture.

Chen, Theodore H.E. "The Seventh Year Finds China's Schools Still Growing." NATION'S SCHOOLS, 32, 4 (October 1943), 22-24.

Despite Japanese wartime destruction, students and teachers trekked inland and continued schooling. Most of the education budget went to literacy and primary education.

Freyn, Hubert. CHINESE EDUCATION IN THE WAR. Shanghai: Kelly and Walsh, 1940.

Transfer inland of many universities to escape Japanese occupation and the efforts to continue programs of vocational education and mass education.

Gillin, Donald George. "China and the Foreigner, 1911 to 1950." SOUTH ATLANTIC QUARTERLY, 68, 2 (1969), 208-19.

Education was greatly influenced by missionaries (10,000 in 1925) and by the Japanese who, after the 1937 occupation, urged schools to emphasize hatred of non-Orientals.

Han, Lih-wu. "Education." THE CHINESE YEAR BOOK

1944-1945. Shanghai: China Daily Tribune Publishing Co., (1944), pp. 771-94.

Stresses the war's damage to education. Includes statistics on numbers of educational institutions operating at all school levels.

Hirano, Ken'ichirō. "MANSHŪ NI OKERU NIPPON NO KYŌIKU SEISAKU, 1906 NEN-1931 NEN" (Japanese Educational Policies in Manchuria, from 1906 to 1931). AZIYA KENKYŪ, 15, 3 (October 1968), 24-52. In Japanese.

Japanese education in Manchuria during 25 years before the Manchurian incident.

Huang, Fu-ch'ing. "SHINMATSU NI OKERU RYŪNICHI GAKUSEI HAKEN SEISAKU NO SEIRITSU TO SONO TENKAI" (The Formation and Development of Policy on Dispatch of Chinese Students to Japan in the Late Ch'ing Era). SHIGAKU ZASSHI, 81, 7 (1972), 37-65. In Japanese.

After 1899, when the Ch'ing rulers approved sending students to Japan, their numbers increased rapidly. As revolutionary ideas became rampant, the dynasty opened an office in Japan to supervise Chinese students, some of whom were enrolled in military academies.

Huang, Fu-ch'ing. "TOA DOBUN KAI—JIH-PEN TSAI HUA WEN-CHIAO HUO-TUNG YEN-CHIU CHIH I" (TOA DOBUN KAI—A Study of Japan's Educational and Cultural Activities in China). BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 5 (1976), 337-68. In Chinese.

Educational and cultural activities of a Japanese society, TOA DOBUN KAI, in China, 1900-45: it published many specialized studies, established several academies primarily for Japanese students, and aided the Japanese government in collecting strategic information about China.

Iriye, Akira. "Toward a New Cultural Order: The HSIN-MIN HUI." THE CHINESE AND THE JAPANESE: ESSAYS IN POLITICAL AND CULTURAL INTERACTIONS. Edited by

Akira Iriye. Princeton, NJ: Princeton University Press, 1980, pp. 254-74.

After Japan occupied north China, the HSIN-MIN HUI (People's Renovation Society) favored Sino-Japanese collaboration as the basis for an anti-Western greater Asian movement, guided education policy, opened schools, and extended its influence with the help of over three and a half million members.

Kiang, Wen-han. "Student Life in Wartime China." CHINA QUARTERLY, 5 (Winter 1939-Autumn 1940), 47-55.

Although many university students moved west to escape the Japanese, others congregated in crowded foreign-protected areas (Shanghai and Hong Kong), while still others remained in occupied areas (especially Peking).

Ku, Yü-hsiu. "Education." THE CHINESE YEAR BOOK 1938-39 ISSUE. Chungking: Council of International Affairs, 1939, pp. 629-47.

Describes devastating education losses caused by war with Japan and military training programs in schools. Includes the 17 articles on wartime education adopted at the 1938 Kuomintang National Congress.

Kukushkin, K.V. "BOR'BA KOMMUNISTICHESKOI PARTII KITAIA ZA EDINYI NATSIONAL'NYI FRONT (1935-1937 GG)" (The Struggle of the Communist Party of China for a Single National Front in 1935-37). VOPROSY ISTORII, 2 (1956), 53-68. In Russian.

The All-China Student League, under Communist influence, played an important role in agitating for a united front with Chiang Kai-shek in resisting Japanese advances in China.

Lacy, Carleton. "Immigrant Colleges and Middle Schools." CHINESE RECORDER, 71, 9 (September 1940), 557-66.

Problems and consequences of moving many universities and colleges westward and southwestward to escape the Japanese during the Sino-Japanese war: great expense, change in constituency, and need to adjust curriculum.

Meng, Chih. "Japan's War on Chinese Higher Education." FOREIGN AFFAIRS, 16, 2 (January 1938), 351-54.

Because 84 percent of China's 499 universities and cultural institutions were located along the east coast, easily accessible to invaders, the Japanese occupied almost 25 percent of them. Some educators moved universities inland to such centers as Sian and Changsha. U.S. influence on China's universities was threatened by growing Japanese power.

Sanetō, Keishu. NIPPON BUNKA NO SHINA E NO EIKYŌ (THE INFLUENCE OF JAPANESE CULTURE ON CHINA). Japan: Keisetsu Shoin, 1940. In Japanese.

Influence of Japanese literature in China and Chinese students in Japan; discusses Meiji criticism of Confucianism and aspects of cultural cooperation.

Sanetō, Keishu. CHUGOKUJIN NIHON RYUGAKUSHI (STUDY OF THE HISTORY OF CHINESE STUDENTS IN JAPAN). Tokyo: Kuroshio Shuppan, 1960. In Japanese.

Cultural, historical, sociological, and politico-historical study of Chinese students in Japan, 1896-1947.

Scalapino, Robert A. "Prelude to Marxism: The Chinese Student Movement in Japan." APPROACHES TO MODERN CHINESE HISTORY. Edited by Albert Feuerwerker et al. Berkeley: University of California Press, 1967, pp. 190-215.

Chinese students in Japan, 1900-10, and their reaction to the alternatives of reform or revolution in China.

Tsu, Y.Y. "Japanese Destruction of Chinese Cultural Institutions." CHINA QUARTERLY (Special Fall Number 1937), 675-80.

Extensive destruction by Japan; estimates the value of schools, universities, and other institutions destroyed in Shanghai alone at almost $11 million.

Wang, Feng-gang. JAPANESE INFLUENCE ON EDUCATION REFORM IN CHINA, FROM 1895 TO 1911. Peking: Authors Book Store, 1933.

JAPAN'S INFLUENCE: SINO-JAPANESE WARS

Japan was the main impetus and predominant influence for westernizing China, 1895-1911. The Sino-Japanese War, 1895, convinced progressive Chinese that their educational system needed reform. The emperor and his advisors in 1898 proposed a complete new school system, but their opponents (Empress Dowager and conservatives) overthrew the emperor and took power. After the 1900 Boxer Rebellion, reform became inevitable. The 1904 school reform plan, modeled after Japanese education, was followed in 1905 by a ministry of education and abolition of civil service examinations. Japanese teachers and materials were used; many Chinese studied in Japan. Only after 1911 did China turn from Japan to Europe and the U.S. for educational ideas.

Yung, Ying-yue. "SHINMATSU KINDAIKA NI OKERU TAINICHI RYUGAKUSEI NO HAKEN" (Chinese Students in Japan During the Modernization in the Late Ch'ing Period). AJIA KENKYŪ, 26, 4 (1980), 69-94. In Japanese.

Chinese students in Japan, 1895-1911, exposed to Western learning, on their return hastened reform.